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ABSTRACT

The Manitoba Department of Education's curriculum guide to German instruction in grades 7 through 9 presents the approved curriculum, makes recommendations for its implementation, and provides information about sets of teaching materials from which teachers can make appropriate selections. The guide outlines the rationale for the curriculur and instructional approach, the program's general goals, specific language skill aims and objectives, a program overview, suggestions for student evaluation, suggested time allotments, approved texts and their content, related instructional and teacher's materials, and the grammatical concepts to be taught in junior high German. A more extensive analysis of grammatical content of each of the recommended texts is also charted. (MSE)

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Manitoba Education

1985

deutsch 7-9

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RATIONALE

This guide informs the teacher about the junior high German program and provides recommendations for the implementation of this curriculum. It provides information about sets of teaching materials, from which teachers can select materials appropriate to the needs and abilities of their students. The selection of programs for this curriculum takes into consideration the different ability levels of students entering the study of German in grade 7.

> Jeder Mensch hört mehr, als er spricht, liest mehr, als er schreibt und versteht mehr, als er selbst mündlich oder schriftlich formulieren kann. (Deutsch für junge Leute, Lehrerhandbuch, p. 3)

Generally, it is agreed that learning a new language should follow a definite pattern: listening, speaking, reading, writing. This developmental pattern is common to all programs.

Wherever possible, the language of instruction should, therefore, be German. English may be used for grammatical explanations, cultural notes, and test instructions. The philosophy of teaching grammar within the scope of the programs recommended for grades 7, 8 and 9 is based on modern principles and approaches. (See "Grammatical Concepts" in this guide.) Students should be given some practical experience in using their new skills to maintain their interest and involvement.

Grammatical concepts should be recognized and taught cognitively, but only as they arise from the content, and only those patterns in the given unit which foster communicative skills. This is what is meant by the term "incidental" grammatical instruction, versus the teaching of grammatical rules per se. This kind of instruction requires an integrative approach.

"Integration" of grammar is best achieved in four basic steps:

1. Patterns are learned from the text.

2. Grammatical concepts in the patterns are isolated and brought to the students' attention.

3. A cognitive grammatical explanation is given of such concepts.

4. The concepts are reinforced through practice.

GENERAL GOALS

German instruction at the junior high level should have the following general goals:

1. To teach students to understand, speak, read and write German.

2. To expose students to the culture and geography of German-speaking countries.

3. To contribute to the students' general growth in tolerance and understanding. Awareness of another language and culture enhances the understanding of one's own culture.

SPECIFIC AIMS AND OBJECTIVES

The specific aims and objectives in regard to the basic skills should pertain to the level of the course and be evaluated within the limits of the course.

1. Listening Comprehension

   Students should be able to understand basic language, including idiomatic expressions. This ability may be demonstrated by students following directions given and correctly responding to questions asked in German.

2. Speaking Fluency

   Students should be able to use basic vocabulary and sentence patterns, largely within the scope of the program taught.

3. Reading Competency

   Students should be able to read correctly and comprehend texts within the scope of the chosen program.

4. Writing Competency

   Students should be able to spell correctly, and write correct sentences and guided paragraphs within the scope of the chosen program.

PROGRAM OVERVIEW

Students enter the junior high program having had varying exposure to German, ranging from no previous instruction to a possible six years of instruction. The following guidelines are provided to assist in the selection of a course which is best suited to the particular situation and the needs of the students.

The four situations below reflect the possible entry level of classes to the junior high German program.

NOTE: The junior high German teacher whose students started studying the language in grades 1 or 4 is strongly encouraged to continue with the materials of the feeder school(s).

1. Beginners in Grade 7

In schools where students begin to study the German language in grade 7, the teacher can select one of the following approved courses:

A. Auf deutsch, bitte!. Ismaning, Federal Republic of Germany: Hueber Verlag.

B. Deutsch für junge Leute. Munich, Federal Republic of Germany: Verlag für Deutsch.

C. Vorwärts International. Bonn, Federal Republic of Germany: Gilde-Buchhandlung.

2. Continuing from Grade 4

Vorwärts International is the approved text for students who start to learn German in grade 4. The levels K1 and K2 should be used at the elementary level. Vorwärts K3A is the extension of this program, followed by K3B, for junior high. The latter should be completed by the end of grade 9.

3. Continuing from Grade 1

The approved text for pupils beginning to learn German in grade 1 is Komm bitte!. It is expected that this program will be completed by the end of grade 8 or earlier. For the remaining junior high year(s), Vorwärts International level K3A should be used.

4. Heterogeneous Classes

Teachers who are confronted with a heterogeneous group of students entering the junior high level are advised to contact Manitoba Education for assistance in the selection of materials that would best suit their particular situation.

EVALUATION

Evaluation must reflect all the skills that are being taught. Following are some ideas for evaluating each of the major skills:

1. Listening and Listening Comprehension:

a) Repeating sounds, phrases, or clauses heard from the teacher.

b) Repeating sounds, phrases, or clauses heard from a cassette.

c) Responding to directions given in an appropriate manner.

d) Answering "yes-no" questions which deal with word recognition.

2. Speaking

   a) All of a-d listed above (Listening).

   b) Generating learned responses (pattern drills).

   c) Supplying words or phrases in repeated, given sentences.

   d) Generating spontaneous responses.

3. Reading and Reading Comprehension

   a) Reading words, phrases, or clauses which have been heard.

   b) Answering oral questions orally on a read text.

   c) Answering written questions orally on a read text.

4. Writing

   a) Writing dictation (words, phrases, etc.).

   b) Writing responses to written questions (from one-word answers to complete sentences).

   c) Writing guided dialogues and paragraphs.

SUGGESTED TIME ALLOTMENT

In order to achieve the objectives outlined in this curriculum guide, it is essential that sufficient time be allotted on a daily basis. The minimum time allotment should be:

Grade 7 - 10% or 150 minutes per week
Grade 8 - 10% or 150 minutes per week
Grade 9 - 10% or 150 minutes per week

To be effective, the teaching of German, as of any second language, requires that contact with the material be as frequent as possible. For this reason it is recommended that the time allotment of 150 minutes per week be spread over as many days as possible, not less than four periods in a five-day cycle or five periods in a six-day cycle.

APPROVED TEXTS

Teachers may choose from the following approved texts and related teaching aids.

1. Lund, et al. Auf deutsch, bitte! Band 1 and Band 2. Munich, Federal Republic of Germany: Max Hueber Verlag, 1973. (No. 1110)

The following teaching aids accompany the texts and can be obtained through the Manitoba Textbook Bureau.

Auf deutsch, bitte! Band 1

Primary teaching aids:

- 1 cassette tape (Compact Cassette) (No. 31.1110)
- 18 filmstrips (Filmstreifen) (No. 9.1110)

  or

- 335 slides (Diapositive) (No. 4.1110)
- workbook (Übungsheft) (No. 3.1110)
- key to workbook (Schlüssel zum Übungsheft) (No. 15.1110)
- teacher's manual (Lehrerheft) (No. 2.1110)

Secondary teaching aids:

- 3 cassette tapes with conversation exercises (Compact Cassetten mit Sprechübungen) (No. 32.1110)
- script of the conversation exercises (Textheft zu den Sprechübungen) (No. 7.1110)
- picture cards (Bildkarten) (No. 3.1110)
- glossary - German-English (Glossar - Deutsch-Englisch) (No. 12.1110)

Auf deutsch, bitte! Band 2

Primary teaching aids:

- 2 cassette tapes (Compact Cassetten) (No. 31.1126)
- 22 slides (Diapositive) (No. 4.1126)
- workbook (Übungsheft) (No. 3.1126)
- key to workbook (Schlüssel zum Übungsheft) (No. 15.1126)
- teacher's manual (Lehrerheft) (No. 2.1126)

Secondary teaching aids:

- cassette tapes with conversation exercises (Compact Cassetten mit

Sprechübungen) (No. 32.1126)

- script of conversation exercises (Textheft zu den Sprechübungen) (No. 7.1126)
- 33 picture cards (Bildkarten) (No. 8.1126)
- glossary - German-English (Glossar - Deutsch-Englisch) (No. 12.1126)

2. Schäpers, R. Deutsch für junge Leute. Band 1 and Band 2. Munich, Federal Republic of Germany: Verlag für Deutsch, 1981.

The following teaching materials accompany the text and can be obtained through the Manitoba Textbook Bureau.

Deutsch für junge Leute, Band 1 (No. 200)

- glossary - German-English (Glossar - Deutsch-Englisch) (No. 202)
- teacher's manual (Lehrerhandbuch) (No. 209)
- workbook (Arbeitsbuch) (No. 222)
- cassette with selected texts of the student's book (Cassette mit ausgewählten Texten) (No. 208)
- 20 transparencies (Arbeitstransparente) (No. 210)

Deutsch für junge Leute, Band 2 (No. 230)

- workbook (Arbeitsbuch) (No. 236)
- 4 cassette tapes containing the text of the student's edition plus 30 texts for the teaching of listening and understanding (4 Cassetten mit Texten des Schülerbuches plus 30 Hörverständnisübungen) (No. 232)
- teacher's manual (Lehrerhandbuch) (No. 231)
- transparencies for the overhead projector (Arbeitstransparente) (No. 234)
- transparencies on slides (Transparente auf Diapositiven) (No. 235)
- exercise book - teacher's edition (Aufgabenbuch - Lehrerfassung) (No. 245)

3. Schuh, H., and E. Schuh. Komm bitte! Kurs 3 and Kurs 4. Munich, Federal Republic of Germany: Max Hueber Verlag, 1983.

Komm bitte! Kurs 3

For the teacher:

- teacher's manual 3/Course 3 (Lehrerheft 3/Kurs 3) (No. 2.1252)

- 1 cassette tape with selected texts and exercises/Course 3 (1 Compact Cassette mit Texten und Übungen zu Kurs 3) (No. 8.1252)

- figures for the flannel board/Course 3 (Figuren für die Flanelltafel /Kurs 3) (No. 4.1252)

- writing exercises: key/Course 3 (Schlüssel zum Übungsheft "Schreiben" /Kurs 3) (No. 7.1252)

For the student:

- workbook/Course 3 (Schülerbuch/Kurs 3) (No. 1252)

- reader/Course 3 (Lesen/Kurs 3) (No. 6.1252)

- writing exercises/Course 3 (Schreiben/Kurs 3) (No. 5.1252)

- picture and word book/Course 1-4 (Bildwörterbuch "Bild + Wort"/Kurs 1-4) (No. 1231)

Komm bitte! Kurs 4

For the teacher:

- teacher's manual 4/Course 4 (Lehrerheft 4/Kurs 4) (No. 2.1261)

- 1 cassette tape with selected texts and exercises/Course 4 (1 Compact Cassette mit Texten und Übungen zu Kurs 4) (No. 5.1261)

- wall map/Course 4 (Wandkarte/Kurs 4) (No. 5.1261) (Umgebung Koblenz; Nürnberg)

For the student:

- workbook/Course 4 (Schülerbuch/Kurs 4) (No. 1261)

- reader/Course 4 (Lesen/Kurs 4) (No. 7.1261)

- writing exercises/Course 4 (Schreiben/Kurs 4) (No. 6.1261)

4. Vorwärts International, K1, K2, K3A, K3B. Bonn, Federal Republic of Germany: Gilde-Buchhandlung Carl Kayser, 1977.

Vorwärts International K1

- teacher's manual in one volume K1 and K2 (Lehrerhandbuch zu K1 und K2) (L014716)

- student's text (Schülerbuch) (L01452X)

- cassette 1 (Compact Cassette 1) (SZ719001)

- cassette 2 (Compact Cassette 2) (SZ719002)
- 254 slides (Diapositive) (SZ727000)
- 14 flashcards (Bildkarten) (SZ167)
- 29 flashcards (Bildkarten) (SZ171)
- wall map: Cities (Wandkarte: Städte) (SZ169001)
- wall map: Rivers (Wandkarte: Flüsse) (SZ169002)
- wall map: Town of Cadolzburg (Wandkarte: Cadolzburg) (SZ169003)
- wall map: City of Nuremberg (Wandkarte: Nürnberg) (SZ173)

Vorwärts International, K2

- student's text (Schülerbuch) (L014538)
- cassette 1 (Compact Cassette 1) (SZ723001)
- cassette 2 (Compact Cassette 2) (SZ723002)
- cassette 3 (Compact Cassette 3) (SZ723003)
- 172 slides (Diapositive) (SZ728000)
- 12 flashcards (Bildkarten) (SZ176)
- wall map: Plan (Wandkarte: Plan)
- 6 secondary readers (6 Lesehefte)

Vorwärts International, K3A

- teacher's manual in one volume K3A and K3B (Lehrerhandbuch in einem Band zu K3A und K3B (L014791)
- student's text K3A Units 1-3 (Schülerbuch K3A - Einheiten 1-3) (L014759)
- reader K3A (Lesebuch K3A) (L014767)
- 4 cassettes K3A (4 Cassetten K3A) (G0101-G0104)

Vorwärts International, K3B

- student's text K3B, units 4-6 (Schülerbuch K3B, Einheiten 4-6) (L014775)
- reader K3B (Lesebuch K3B) (L014783)
- 7 cassettes K3B (7 Cassetten) (G0105-G0111)

ANNOTATIONS OF APPROVED TEXTS

1. Auf deutsch, bitte! is an illustrated course that covers a wide cross-section of everyday events in a manner suitable for younger and older beginners.

BAND 1

Lesson Organization:

a) Units 1-15 - Each unit has 18-24 cartoon-style pictures with a story-line. New vocabulary is italicised and used in model sentences after the story.

b) Units 16-18 - Each unit contains 6-7 pictures, accompanied by a storyline in paragraph form.

c) Units 19-24 - Each unit has one picture and a short story.

All units (1-24) include a short grammar section following each story.

Vocabulary:

The vocabulary is simple, increasing to a fairly sophisticated level in Band 2.

Content:

The text follows the Seitz family through a variety of daily situations:

Units 1-4	Introduction of the characters
Unit 5	Frau Seitz visits the bakery
Unit 6	Morning at the Seitz home
Unit 7	Washing breakfast dishes; Herr Seitz goes to the office
Unit 8	The children take a bus to school
Unit 9	Herr Seitz is at the office
Unit 10	The children and some friends are at school
Unit 11	Herr Seitz comes home; Tante Agathe visits
Unit 12	The parents are at supper; the children are away
Unit 13	Evening at the Seitz house; the family plans their holidays
Unit 14	The family prepares to visit Cologne
Unit 15	Saturday at the Seitz house
Unit 16	Inge and her friend Barbel windowshop
Unit 17	The Seitz family goes for a ride in the new car
Unit 18	The Seitz family are at a restaurant
Unit 19	Inge's birthday
Unit 20	Heinz helps a friend move
Unit 21	Herr Seitz's secretary comes for a visit
Unit 22	Fritz and Heinz operate a car wash to raise money
Unit 23	Inge and her friend spend a comfortable afternoon
Unit 24	Heinz writes a mystery story

Grammar:

The concepts and rules of grammar are introduced after a repertoire of language items has been built. The grammatical material starts with noun and verb, and enlarges the circle of the simple sentence, gradually increasing in complexity.

Methodology:

Units 1-15

i) Initial Study - Without Text
- start with picture
- combine picture and tape

ii) Comprehension Control
- show picture
- students repeat accompanying text
- ask questions about parts of the pictures

iii) Imitation Phase
- picture-text relationship is practical until student achieves a high level of competency

iv) Variation Phase
- student creates variations of the structure used in i) - iii)

v) Second Study - With Text
- separation of first and second study is maintained through Unit 18
- second study is an introduction to the reading and writing of German

vi) Third Study - With Pupil Exercise Books
- suggestions for the use of the language items are made in the teacher's manual (Lehrerheft)

Units 16-18
- discuss picture after it is presented
- review imitation and variations

Units 19-24 The support which the picture gives the text is decreased. Free conversation about the picture is encouraged.

BAND 2

Vocabulary:

The vocabulary becomes increasingly sophisticated throughout Band 2.

Content:

Band 2 leaves the Seitz family and introduces the student to everyday events in a German environment. Topics include: holidays, camping, accidents, newspapers, newspaper stories (i.e. a robbery), telephone conversations, etc.

Grammar:

The grammar extends into the past participle construction and the use of prepositions.

Methodology:

A transition from hearing and speaking to reading and writing should occur between Band 1 and Band 2, due to the removal of the audio-visual aspect and substitution with longer written narrative selections. Lessons 1-4 maintain the audio-visual approach as a review. In Lessons 4-20 the student is introduced to two selections in each lesson, one in dialogue and one in exposition.

2. Deutsch für junge Leute is a course of studies which endeavors to transmit language study at two levels:

   1. The spoken language, as one hears it spoken in Germany today.

   2. The written language in texts which are interesting to youths.

   The "Landeskunde" is an integral part of the course and encompasses all German-speaking countries to some degree.

   This is an audio-lingual series suitable for beginners in the study of German at the junior high level. The texts are well illustrated with photographs, maps, cartoons and diagrams.

   Band 1 - 20 Lessons
   Band 2 - 15 Lessons

   BAND 1

   Lesson Organization:

   Each lesson is subdivided into five sections. Section "a" introduces the theme in conversation or article style. The other pages then use that theme to encourage practice of sentence structure. The picture before section "a" is to be used for discussion after the lesson has been dealt with.

   Vocabulary:

   The vocabulary is built up in an interesting way, using high-interest topics to teach basic terms. The aim is for students to have a vocabulary of 2,500 words by the end of Band 2.

   Content:

   The introductory sections relate the experiences of four teenagers in a variety of situations and locations.

Lessons

1 - Introduction of characters
2 - At sailing school
3 - A sailing lesson
4 - Traveling on a day off
5 - At sea
6 - Conclusion of the sailing course
7 - Departure from Kiel
8 - In Hamburg
9 - In Frankfurt
10 - At breakfast/gliding

Lessons

11 - Home to Munich
12 - Discussing the vacations
13 - Winter in Switzerland
14 - Planning a reunion
15 - A visit to Munich
16 - Flight to Munich
17 - Visiting a museum
18 - Visiting Mozart in Salzburg
19 - The last evening together
20 - Departure

Grammar:

The concepts and rules of grammar are introduced in the conversation or texts and are then reviewed in the lessons. Concepts are repeated regularly so that the concept does not need to be mastered the first time it appears. The concepts begin with simple sentence structures. The more complex structures are introduced gradually with much review and support in following lessons. The guide (Lehrerhandbuch) lists the grammatical concepts contained in each lesson.

Methodology:

The student hears and reads more in every lesson than (s)he actively speaks or writes. This statement is the principle on which the methodology of this series is based. The teacher is encouraged to use the target language freely in class even though unfamiliar vocabulary and structures may be used. When necessary, immediate, short explanations in the students' first language are suggested.

Suggested lesson plan:

1. Listen to the recorded text.
2. Read along with the recording.
3. Imitate sentences (for intonation and sentence rhythm).
4. Read (parts assigned).
5. Listen to recording for comparison.

This plan should be used only for the first few lessons. Subsequent lessons should have a varied order of presentation. For example, one might begin with reading roles, questions to text, translation, etc. It is suggested each period contain several different methods to help hold interest. For review as well as for introduction of new vocabulary and sentence structures, it is suggested that the teacher return to familiar situations found in previously studied lessons.

BAND 2

Vocabulary:

The vocabulary in Band 2 is quite sophisticated. Much is taken from everyday sources such as newspapers and magazines.

Content:

The content of Band 2 does not relate to Band 1. After the first few lessons, which deal with school topics, the topics are not related.

Lessons

1 - Ambitions/Youth hostels
2 - Considering leaving school/Professions
3 - The city of Verden
4 - Cologne/The Rhine
5 - Police/Crime
6 - Gutenberg/Press
7 - Book display in Frankfurt/Books
8 - Vienna
9 - Schools past and present/Schubert
10 - Traveling: hitch-hiking and camping
11 - Switzerland/Red Cross/Wilhelm Tell
12 - History/DDR
13 - Fashion
14 - German girls in non-traditional roles
15 - Idols: music and sports

Grammar:

The grammar concepts are extended from the more simple applications in Band 1. Much emphasis is placed on the use of prepositions, past tense of verbs and subjunctive verb forms. There is also a considerable emphasis on special types of sentences (see grammar outline).

Methodology:

The selections in Band 2 are much longer than in Band 1. They are recorded and may be played for pronunciation and sentence rhythm. The longer texts necessitate more reading and writing. Answering questions about texts, in both oral and written form, becomes a major part of methodology.

3. Schuh, E., and E. Schuh. Komm bitte!, Kurs 1+2, Kurs 3, Kurs 4. Munich, Federal Republic of Germany: Max Hueber Verlag, 1983.

Komm bitte! is an audio-lingual program for the teaching of German as a second language to children beginning in kindergarten or grade 1. It is a methodologically and pedagogically modern program which consists of four parts to allow for the necessary continuity. With Komm bitte!, Kurs 1+2, it is possible to introduce sentence patterns and vocabulary in meaningful situations, enabling the student to understand and speak, to read and write, contemporary everyday German. (See Deutsch 1-6, 1981.)

Komm bitte!, Kurs 3 advances the student from brief, situational conversations to longer, more involved dramatizations and discussions. More emphasis is placed on writing and incidentally taught grammatical skills. (50% of the instructional time is to be spent on oral, 50% on writing skills.)

Komm bitte!, Kurs 4 is a further advancement in the teaching of skills learned in Komm bitte!, Kurs 1+2 and Kurs 3. Both Komm bitte!, Kurs 3 and Komm bitte!, Kurs 4 promote cultural awareness in increasing measures by including a greater amount of "Landeskunde" information than Kurs 1+2, making them more suitable for the advanced, older student.

A concentric teaching model is followed throughout the four parts, making it possible for the student to enlarge the basic sentence structures learned in parts 1 and 2.

Both Komm bitte!, Kurs 3 and Komm bitte!, Kurs 4 consist of six units.

A. Unit Topics of Komm bitte!, Kurs 3

1. At school
2. At play
3. Summer and winter
4. Travel
5. Shopping
6. At home

B. Unit Topics of Komm bitte!, Kurs 4

1. School
2. City
3. Village
4. Sickness
5. Animals
6. Festivals

Each set of the Komm bitte!, Kurs 3 and Komm bitte!, Kurs 4 materials consists of a teacher's manual, a workbook, a reader, a booklet with writing exercises, and a cassette containing both texts and oral exercises. In addition, Komm bitte!, Kurs 3 has figures to be used with a flannelgraph; Komm bitte!, Kurs 4 has maps (surroundings of Koblenz, city of Nürnberg). A set of transparencies suitable for oral exercises is also available.

The main means of instruction is the student's workbook, to be used during the 50% oral instruction time. Each unit is again divided into six sections:

1. learning new words and sentences;
2. listening to, speaking and reading new texts;
3. word and sentence practice;
4. speech practice (recurring situations, e.g., Renate Richtig, Wir helfen Peter Pech);
5. dramatization;
6. learning about Germany.

A certain amount of "overlearning" should take place while proceeding at a speed that makes the students aware of the progression. Each unit should be taught according to a pattern clearly pointed out in the teacher's manual. The built-in review time, designed for overlearning, is

particularly helpful. A picture wordbook (Bild + Wort, Bildwörterbuch zu Komm bitte!) can be used throughout the course. It contains 700 useful words and provides numerous excellent opportunities for oral and written exercises.

4. Vorwärts International, K1, K2, K3A, K3B, K4A, K4B. Bonn, Federal Republic of Germany: Gilde-Buchhandlung Carl Kayser, 1977.

Vorwärts International is a course for the teaching of German as a second language to students beginning in grade 4 or later.

The program consists of four parts: K1, K2, K3A+K3B, K4A+K4B.

The first two parts, Vorwärts International, K1 and Vorwärts International, K2, offer an audio-visual approach without emphasis on drills and rote learning, taking into consideration the students' cognitive abilities. As achievement of oral communicative competence is the prime goal, the teaching of grammar is incidental.

The teacher is provided with one manual per volume, which contains useful, straightforward information about goals and approaches of the course. K1 and K2 contain a total of 28 lessons following the same basic pattern. Modifications are possible and encouraged. The teacher's manual of K1 contains one lesson plan in detail.

The three main steps in the teaching of each lesson are:

1. the information phase;
2. the manipulation phase;
3. the communication phase.

During phase one the student learns sentence structures and vocabulary through the use of slides and cassettes. The language material is presented in dialogue form, informing the learner about life of a German family in a town, Cadolzburg, in southern Germany. The dialogues and pictures also can be found in the student's book.

Phase two offers a variety of exercises for some of which the use of flashcards is recommended.

In the final phase the learner is provided with meaningful opportunities of using new structures and vocabulary in transfer situations.

Culture is taught both implicitly and explicitly.

Graded readers can be used after the completion of K1. Their topics are appealing. The number of new words is limited and the context allows the student to guess their meanings. The readers contain assignments that can be dealt with individually as well as in groups.

Vorwärts International, K3 consists of six units which are found in the student's books K3A and K3B. There is a teacher's manual detailing how the materials are meant to be used.

Each of the six units begins with a dialogue text accompanied by pictures. The introductory dialogue contains all grammatical structures that should be taught in a given unit and is divided into three to five separate scenes. The situation usually is introduced by a short prose text.

The dialogue scenes are followed by oral and written exercises:

- speech practice on cassette tapes;
- dialogue exercises which provide opportunities for a more creative use of the target language; e.g., by using role play;
- written exercises that isolate and review new grammar structures;
- questions about the contents of the introductory dialogues.

The second part of each unit begins with a modification of the introductory dialogues, a continuation of the story line, or supplementary information on German culture. The students are confronted with the same structures as in part 1, now in descriptive texts. The students are encouraged to form and voice opinions.

The students then are exposed to a variety of brief exercises in which to practice listening comprehension, reading comprehension, speaking, and writing. This step is optional, because later on there are more comprehensive sections for the practice of the basic skills. Emphasis is on the development of writing skills.

Vorwärts International K3 is accompanied by two readers, mainly using structures and vocabulary that were introduced earlier on. The texts are entertaining and informative and contain pictures. At the end are short tests.

K3 deals with topics that should interest young German students; for instance, cars and traffic, hobbies, leisure time and holidays, festivities, conflict situations, a trip through Germany.

The approach to grammar teaching/learning is inductive. The students should recognize patterns and irregularities with their teacher's help and learn to apply the rules in transfer situations. The grammatical terminology is simple.

The teacher's manual provides precise, straightforward information about each lesson, explaining the goals and how to achieve them.

RELATED MATERIALS

Busse, Joachim, and Anneliese Westermann. "mir" oder "mich"?. Übungen zur Formenlehre. Munich, Federal Republic of Germany: Verlag für Deutsch, 1982.

This is a book of practical grammatical exercises (primarily fill-in-the-blank type) based on comical illustrations, covering verbs, nouns and

articles, pronouns, adjectives, prepositions, adverbs and syntax. Answers for all exercises are at the back of the book.

The vocabulary is kept quite simple so the exercises can be used as soon as students have a basic vocabulary. The book is useful in teaching grammar systematically.

Hillmer, Helga and Gaynor Ramsey. Was sagen Sie dazu?. Alltagsthemen im Gespräch. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981. (95 pp.)

The book contains eleven topics of interest which can be used for the teaching of culture. Each topic has questions for discussion and exercises on vocabulary and sentence structure. The vocabulary is explained briefly. Photographs are a helpful component of the book.

The book contains some fairly advanced vocabulary. The text can serve as a teacher's reference. It can be useful for students in grade 8, where students have had previous German instruction.

Lohfert, W. Sehen-Verstehen-Sprechen. Munich, Federal Republic of Germany: Verlag für Deutsch, 1979.

Sehen-Verstehen-Sprechen is an independent program for the teaching of German at beginning levels regardless at which age levels the language study is introduced. The program addresses itself to elementary, junior high and senior high students.

The program consists of 85 transparencies of which five have an overlay. Each transparency has a sheet with instructions for the teacher, which reduces the time needed for preparation. The program comes complete with exercises for discussion purposes, writing, and the teaching of vocabulary.

These transparencies can be used with any text or program to introduce a new concept or to reinforce what has been taught already.

The use of Sehen-Verstehen-Sprechen is highly recommended.

Marcks-Eppert. Immer ich!. Bildsgeschichte eines ereignisreichen Morgens. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981. (79 pp.)

The book contains picture stories as situations to be read and discussed by the students. At the end of each picture story is a section called "Lesehilfen" and "Frage mit Antworthilfen" for discussion.

The book has another section containing exercises for homework and class-work as well. It can be used in late grade 8 and throughout grade 9.

Sawers, R. Was siehst du da?. London, Great Britain: George G. Harrap, 1974.

This contains a selection of short, single-paragraph explanations on everyday aspects of life in Germany, followed by a series of ten questions, which might be used for oral or written practice, especially for discussion purposes.

The vocabulary is simple enough for students who have had one or two years of German, provided that the material is used as enrichment for reading comprehension and discussion only.

Subik, Barbara and Helen Kurdynovsky. Deutsch sprechen im Alltag. Ein Kommunikationskurs. Munich, Federal Republic of Germany: Max Hueber Verlag, 1982. (165 pp.)

This is a very useful book containing modern, everyday vocabulary and idiomatic expressions which will be welcomed by the beginning and not-so-fluent teacher. All topics and short dialogues deal with the most common situations of daily life. It is rather easy to use the suggested topics in practical communications.

Basic grammatical structures are provided in each topic, accompanied by helpful illustrations. The book is useful for drill purposes. It contains some fairly advanced vocabulary. The book is useful for grade 8 students who have had previous German instruction.

TEACHERS' REFERENCE MATERIALS

Berger, D. Komma, Punkt und andere Satzzeichen. Mannheim, Federal Republic of Germany: Dudenverlag, Bibliographisches Institut, 1968. (208 pp.)

This is an excellent source book for uses of punctuation, especially the use of the "comma".

Griesbach, Heinz. Regeln aus der deutschen Grammatik. Munich, Federal Republic of Germany: Verlag für Deutsch, 1981. (64 pp.)

This is a brief overview of German grammar: morphology and syntax. It contains all rules of grammar for beginning and advanced students. The booklet has simple grammatical examples and excellent charts on various grammatical concepts.

Hofmann, Gerhard. Deutsche Grammatik in Frage und Antwort. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1983.

This grammar text is in the form of questions and answers. 200 cards contain exercises for almost all concepts of German grammar. On the back of each card is a key for the exercise on the front page. This book is very useful for the teacher in preparing materials for teaching, drill and review.

Luscher, Renate and Roland Schäpers. Die Grammatik der modernen deutschen Umgangssprache. Munich, Federal Republic of Germany: Max Hueber Verlag, 1975. (195 pp.)

This book is an excellent reference book for the teacher because it provides a complete picture of German grammar and also portrays the use of all grammatical aspects in a simple and plausible form.

----------. A Grammar of Contemporary German. Munich, Federal Republic of Germany: Max Hueber Verlag, 1976. (274 pp.) Adapted for English-speaking students by Mary L. Apelt and Mary Snell.

This text is a reference book of all grammatical forms commonly used in German today. It is a contrastive grammar based on examples.

Mentrup, M. Die Regeln der deutschen Rechtschreibung. An zahlreichen Beispielen erläutert. Mannheim, Federal Republic of Germany: Dudenverlag, Bibliographisches Institut, 1968. (232 pp.)

Wendt, Heinz. Langenscheidts Grammatiktafel. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1982.

This contains German grammar at a glance, complete with most grammatical rules, and is suitable for learning, review and reinforcement.

----------. Langenscheidts Kurzgrammatik. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1982.

This booklet can be useful for the teacher, for beginning and advanced students of German.

GRAMMATICAL CONCEPTS FOR JUNIOR HIGH GERMAN

Introduction

In order to provide a common grammatical basis for all junior high students, the teaching of four essential concepts, selected from the approved programs, must be particularly emphasized. They are: 1. Direct and Indirect Objects, 2. Prepositions, 3. Perfect tense: haben oder sein, 4. Adjective endings.

Whereas all other components of instruction will vary according to the needs of the class, the approach of the teacher, the material available and other circumstances, the continuous practice of these concepts will provide continuity throughout junior high and, also, the foundations on which further German studies can be built.

The concepts outlined below have been chosen because:

- they are essential for any meaningful communication in German.
- they are intricate and, the underlying principles being different from English usage, unfamiliar to the students.
- they are, nevertheless, logical and systematic; therefore, the approach of explaining, understanding and applying the principles may be especially successful when contact time is restricted.

The purpose of the following explanations is threefold:

1. as a guideline for the teacher, indicating those grammatical concepts

which should receive special attention whenever the teaching material chosen calls for their application.

2. as a reference for the teacher, providing short and simple explanations when students ask: "Why?" or "How come?".

3. as a basis for a systematic approach when the teacher considers this necessary and useful.

Whatever methods the teacher chooses in teaching these grammatical concepts, reinforcement through continuous practice is important throughout junior high (and far beyond). Some suggestions for exercises related to these concepts are given below. They allow for additional practice at any given time, parallel to or independent from exercises in the teaching material.

I Direct and Indirect Objects

Direct (=accusative) and indirect (=dative) objects depend on the type of verb used:

1. There are verbs without objects (subject only); they describe conditions or activities which do not need any other person or object. All other information (e.g., time, place) is optional: sein (da sein, krank sein, lieb sein, etc.), kommen, leben, schlafen, sitzen, lachen, weinen, etc.

   Er kommt (nach Hause). Er schläft (im Bett). Er sitzt (auf dem Stuhl). Er lacht (laut). Er weint (jeden Abend), etc.

2. Verbs with one object need, besides the subject, one other object or person. This is in most cases the direct (accusative) object. haben, sehen, hören, kennen, fragen, verstehen, lieben, gern haben, essen, trinken, kaufen, etc.

   Ich habe einen Bruder. Er sieht das Buch. Ich kenne den Lehrer. Er fragt den Schüler. Sie liebt die Mutter. Wir essen den Kuchen. Sie kaufen die Geschenke, etc.

   "Exceptions" (have to be mentioned only if and when one of these verbs appears in the context of the program): there are about 20 verbs with the indirect (dative) object only. They need special attention, constant memorizing and exercising. The most likely to occur on the junior high level are: antworten, glauben, helfen, danken, gehorchen, gehören, gefallen, schmecken, gut gehen. (For future reference, the others are: schaden, nützen, folgen, vertrauen, missbrauchen, begegnen, entgegnen, erwidern, widersprechen, genügen, gelingen.)

   Er antwortet dem Lehrer. Ich glaube ihm. Er hilft der Frau. Der Apfel schmeckt mir. Es geht mir gut, etc.

3. Verbs with two objects: one has to be the direct, one the indirect. These are usually verbs of giving or taking; i.e., something is moved in either direction. Generally, an object is given to or taken from

a person. Then, the object is in the accusative, the person in the dative: geben, schenken, schicken, bringen (weg) nehmen, stehlen, etc.

Ich gebe dir das Buch. Er schickt dem Freund den Brief. Ich nehme ihm das Buch (weg), etc.

There are other verbs which have the same idea (e.g., of geben), but need further explanation if they occur early and are not understood automatically:

Ich erkläre dir die Aufgabe (I give you the idea, an explanation).
Ich zeige dir das Buch (I give you a view of the book).
Ich sage es ihm (I give him the information about it).

II Prepositions

Prepositions are either one-way prepositions (they always require the same case) or two-way (they require either the accusative or the dative, according to circumstances).

1. One-way prepositions requiring the accusative: only durch, für, ohne, have to be known on this level (the others are: um, gegen, entlang).

   Er geht durch das Haus. Das Buch ist für den Vater. Er kommt ohne das Buch, etc.

2. One-way prepositions requiring the dative: aus, von, nach, zu, bei, mit (seit, außer, gegenüber not necessary at this level).

   Er kommt aus dem Haus, von der Schule. Er geht nach dem Essen zu seiner Mutter. Sie ißt mit dem Löffel. Er wohnt bei seinem Freund, etc.

3. Two-way prepositions requiring dative or accusative: an, auf, in, neben, über, unter, vor, zwischen, hinter (not all have to be learned, but the following principle must be explained clearly and practiced frequently):

   the dative is used when the subject is somewhere and stays there (location, question wo?), the accusative is used when the subject moves from one place to another (direction, question wohin?).

   Wo ist Fritz? Er ist (in dem) im Bett. Er sitzt auf dem Stuhl, steht neben dem Auto, vor dem Haus, etc.

   Wohin geht Fritz (wo geht Fritz hin)? Er geht (in das) ins Bett, hinter den Tisch. Er springt über den Bach, etc.

   Wo liegt das Buch? . . .

   Wohin legt Fritz das Buch? . . .

4. Prepositions with genitive (während, wegen, trotz, etc.) are not required at this stage.

III Perfect Tense: haben or sein + Participle

1. sein + participle: only verbs which express a) a movement (=change of place) or b) a development (=change of condition) have sein (they never have an object).

   a) gehen, kommen, laufen, springen, fahren, schwimmen, fliegen, etc.

   b) geboren werden, wachsen, sterben, werden + the exceptions sein, bleiben.

   Ich bin gegangen, gekommen, gelaufen, etc.

   Er ist (am 3. August) geboren, gestorben.

   Sie ist viel gewachsen, zu Hause gewesen, in Frankfurt geblieben.

   Er ist alt, rot, krank geworden.

2. haben + participle: all other verbs.

IV Adjective Endings

The following seems to be the easiest way to explain and to learn the adjective endings without resorting to complicated tables. It should be explained early and practiced frequently.

1. In the vast majority of cases, the adjective is preceded by another word (article or pronoun). Explain the difference between der-words and ein-words: der-words "rhyme" with der (die, das); der, dieser, jener, jeder, welcher, mancher, etc; ein-words "rhyme" with ein: ein, kein, mein, dein, sein plus the plural (which does not "rhyme"): unser, euer, ihr.

2. Have the students memorize the following two lines:

   der junge Mann, das junge Kind, die junge Frau,
   ein junger Mann, ein junges Kind, eine junge Frau.

3. Explain that instead of der . . . all other der-words can be used, and instead of ein all other ein-words; e.g.:
   dieser junge Mann . . .
   welcher junge Mann . . .
   and:
   mein junger Mann.
   unser junger Mann (or Hund), etc.

4. All other adjectives after a der- or ein-word end in -en (singular or plural, all cases).

5. If, however, one of the following words (andere, einige, mehrere, viele, wenige, etwas, ein paar) or no word at all precedes the adjective, the adjective has the ending of the definite article:
   einige alte Männer = die Männer
   andere gute Bücher = die Bücher
   roter Wein = der Wein
   mit kaltem Wasser = mit dem Wasser
   kaltes Wasser = das Wasser

   These cases probably are not frequent at this level and need not be stressed too much.

   There is an exception in the genitive case (der Preis guten Weines vs. des Weines), irrelevant at this stage.

Exercises

I Direct and Indirect Objects

1. Not necessary.

2. Frequent questions with the vocabulary used in the program. Most useful are verbs like haben, sehen, lieben, gern haben:

   Hast du ein Buch? Ja . . .
   einen Bruder?
   eine Schwester?

   Siehst du das Buch?
   den Vater?
   das Auto?

   If one or more of these verbs occur in the context, ask similar questions frequently; e.g.:

   Wem gehört das Buch?
   Gehört das Buch dem Vater?
   Glaubst du deinem Bruder?
   Wem hilft Fritz?
   Wie geht es dir?

3. With verbs like geben, schicken, bringen, questions can be asked easily, but they should alternate between object and person; e.g.:

   Was schenkt Fritz seiner Mutter?
   Wem schenkt Fritz das Buch?
   Wem bringt Frau Meyer die Äpfel?
   Was bringt Frau Meyer ihrem Mann?

II Prepositions

1. No special exercises required, but always correct students when they use the wrong case.

2. No special exercises required, but always correct students when they use the wrong case.

3. If and when those prepositions occur, ask frequent questions, changing between location and direction (Wo? Wohin?), using verbs like sein, sitzen, wohnen, vs. gehen, laufen, etc.

   If liegen-legen, sitzen-setzen, stehen-stellen are part of the program, they are very useful in this exercise.

III Perfect Tense: haben or sein + Participle

1. Whenever verbs of this type occur, have students put them into perfect if this tense is part of the program.

2. No special practice necessary.

IV Adjective Endings

As soon as adjectives are introduced, have students insert them into their usual sentences, even if not required by the program. This is one of the most difficult concepts and should be practiced constantly.

ANALYSIS OF GRAMMATICAL CONTENT

Grammar Incidentally: Minimum requirements

This curriculum guide strongly suggests the use of one of the herein described texts for the instruction of German at the junior high level. Each of the suggested texts approaches German language teaching in a slightly different manner, granting scope to satisfy individual needs of schools, teachers, and students.

In the following charts the four suggested texts are compared with each other to determine their grammatical content by isolating core-concepts.

Their purpose is fourfold:

1. The charts enable the teacher to determine what concept is covered in what lesson.

   Although most teacher handbooks accompanying the suggested texts indicate the grammatical concepts covered in each chapter, the location of this information in the handbook, usually heading each chapter, make an overview awkward. The charts can save valuable time by supplying this information in overview form.

2. The charts enable the teacher to visualize the meaning of "incidental" grammar teaching.

   As the concepts are introduced and continue to appear throughout the texts at each grade level, it becomes obvious that the repetition at various levels of difficulty reinforces initial comprehension, leading to manipulative proficiency. If concepts are taught "incidentally" they need

not necessarily be overlearned at any given time. The benefit is derived from the cumulative effect. The teaching of a particular concept need not be all-encompassing; with the increasing difficulty level a broadening of the scope occurs as well.

3. The charts enable the teacher to select chapters for special emphasis.

   The charts provide an immediate indication of those grammatical concepts common to the three texts for each grade level. By placing more teaching emphasis on these chapters and these concepts, a certain minimum proficiency at the end of each grade level could be achieved (see Introduction), despite the differences in approaches and vocabulary.

4. The charts enable the teacher to gauge the knowledge that a student who enters the program laterally should possess.

   When a student is transferred into a school, he/she may have been taught from a text different from that used in the receiving school. An assessment of the student's knowledge and placement is sometimes difficult. The charts will help the teacher to ascertain which concepts should be known to the student, and what remedial help is needed to bring him/her to class-level. The necessary change in working vocabulary will have to be taken into consideration.

Chart of Grammatical Progression -
Level: Grade 7

TEXT	SYNTAX		MODAL VERBS in ALL Persons, Numbers, and				
	Chapter		Present	Present Perfect	Past Tense	Future	Subjunctive
Auf deutsch, bitte! I (1-12)	7 9 11 7 11	Separable verbs "nicht" Interrogative	möchte				
Vorwärts KI			können möchte				
Deutsch für junge Leute I (1-10)	8	"wenn"-clause	wollen müssen können dürfen				

Chart of Grammatical Progression -

Level: Grade 7

TEXT	AUXILIARY VERBS: sein				haben				werden				VERBS								ARTICLES/GENDERS				EMPHAS. ja/doch
	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Imperative	Present	Present Perfect	Past Tense	Passive Voice	Transitive/ Intransitive	Subjunctive	Neg. "nicht"	Definite	Indefinite	Neg. "kein"	Declension	
Auf deutsch, bitte! 1 (1-12)	2 3 5				9								9	1 2 4 5 6 8 9 11 12	12					7	1 2 3 7	1 3 7	3 7 10	Nom. Nom. Acc. Acc. Acc.	
Vorwärts K1	4													8 9 10 12						6	2 15	13 14	14	Nom. Acc. Acc. Acc. Acc.	
Deutsch für junge Leute (1-10)	2												7	2 3 4 6						3	1 6 10	1 4	4	Nom. Acc. Acc. Dat. Acc.	

Chart of Grammatical Progression -

Level: Grade 7

TEXT	NOUNS		PRONOUNS								PREPOSITIONS				ADJECTIVES			COMPARATIVE
			Personal		Possess.		Relative		Interr.		Phrases	Accus.	Dative	Dative + Acc.				
	Singular	Plural		Declension		Declension		Declension							Chapter	Declension		
Auf deutsch, bitte! 1	1	2	4	Nom.					1	Wer	zum				8			
		3	9	Acc.	10	Nom.				Was	in			in	11			
(1-12)	↓	↓	11	Acc.		Acc.			5	Wo-hin	nach							12
									6	Wann	um							
									9	Wo		für gegen						
Vorwärts	1				1	Nom.												
	3		6	Nom.					5	Wie					11			
KI	6		11	"Es"														
	13				15	Acc.			10	Wann	um							
	14								10	Wo-hin	nach							
	15																	
Deutsch für junge Leute 1	1	5			1	Nom.			3	Wie			aus	durch	5			
					2	Nom.			4	Wo-hin	nach		bei	für				
(1-10)	↓	↓			7					Wann	um		mit					
									6	Wen			nach	an				
													von	auf				
													zu	in				

Chart of Grammatical Progression -

Level: Grade 8

TEXT	SYNTAX		MODAL VERBS in ALL Persons, Numbers, and				
	Chapter		Present	Present Perfect	Past Tense	Future	Subjunctive
Auf deutsch, bitte! I (13-24)	23	REVIEW and Consolidation	wollen können		müssen können		
Vorwärts K2	19 20 23 24 26	Separable verbs "weil"-clause "daß"-clause	müssen wollen möchte		 wollen		 können
Deutsch für junge Leute I (10-20)	18	"weil" "wenn" "daß"-clause "wo" "wie"			dürfen können müssen		

Chart of Grammatical Progression -

Level: Grade 8

TEXT	AUXILIARY VERBS: sein				haben				werden				VERBS								ARTICLES/GENDERS				EMPHAS. ja/doch
	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Imperative	Present	Present Perfect	Past Tense	Passive Voice	Transitive/ Intransitive	Subjunctive	Neg. "nicht"	Definite	Indefinite	Neg. "kein"	Declension	
Auf deutsch, bitte! I (13-24)		13	17			17			15												15 18			Dat. Dat.	24
Vorwärts K2	23				23	23														22	21			Acc.	
Deutsch für junge Leute I (10-20)			11												11 18										19

Chart of Grammatical Progression -

Level: Grade 8

TEXT	NOUNS		PRONOUNS								PREPOSITIONS				ADJECTIVE			COMPARATIVE
			Personal		Possess.		Relative		Interr.		Phrases	Accus.	Dative	Dative + Acc.				
	Singular	Plural		Declension		Declension		Declension							Chapter	Declension		
Auf deutsch, bitte! 1 (13-24)			15 15	Dat. Acc. Refl.					15	Welcher			von zu mit nach hinter neben unter bei	in an auf vor zwischen	16 17 18	✓ ✓ ✓		
Vorwärts K2		19	18 21 22 23 23	Dat. Refl. Dat. Dat. Acc. Dat.	21	Acc.			27	Wo Wohin Woher		für	gegenüber aus von bei zu	in an	18 19 20			18 19
Deutsch für junge Leute 1 (10-20)			15 15 16	Dat. Acc. Refl. Acc.	14	Nom.			14	Welcher					12	✓		13

Chart of Grammatical Progression -

Level: Grade 9

TEXT	SYNTAX		MODAL VERBS in ALL Persons, Numbers, and				
	Chapter		Present	Present Perfect	Past Tense	Future	Subjunctive
Auf deutsch, bitte! 2	2	Separable verbs	wollen		dürfen		
	11	"wenn"	müssen		können		
		"weil"	können		müssen		
	13	"als"	dürfen		wollen		
		"daß"-clauses	sollen				
	14	"wie"	möchte				
		"wo"					
		"wann"					
		"ob"					
		"wenn"					
Vorwärts							
Deutsch für junge Leute 2		Modal with verbs with separable prefixes	haben	haben	hatten		können
			sind	sind	waren		müssen
			dürfen	wollen	durften		
	1	da- & wo- preposition	können	dürfen	konnten		
	2	ordinals	müssen	sollen	mußten		
		um-zu	sollen	müssen	sollten		
		zu	wollen	können	wollten		
		als					
		ob					
	5	plural					
		brauchen - brauchen ... zu					
	6	um ... zu					
		kann					
		muß + infinitive					
		soll					
		lassen					
	7	jeder - viele					
		manche - einige					
	8	doch					
		hin					
	9	arm - die Armen					
		los					
	10	dürfte - müßte					
		ganz					
		Bahn- und Postlinien					
		anzufordern bei ...					
		so ... wie möglich = möglichst					
		... nach Möglichkeit					
	11	Die Du - Form					
		als wenn ...					
		als ob ... + Subjunktive					
		etwas					
	12	... daß					
		... zu					
	13	zwar ..., aber ...					
		nicht nur ..., sondern auch ..., denn ...					
	14	solche					
		solch ein					
		so ein					
		schaffen					
		führend					
		laufend					
		Wie liest man einen Zeitungstext?					
		hin-					
		her- + - auf					
		- unter					
		- ein					
		- aus					
	15	irgend					
		Sag deine Meinung					

Chart of Grammatical Progression -

Level: Grade 9

TEXT	AUXILIARY VERBS: sein				haben				werden				VERBS								ARTICLES/GENDERS				EMPHAS. ja/doch
	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Present	Present Perfect	Past Tense	Future	Imperative	Present	Present Perfect	Past Tense	Passive Voice	Transitive/ Intransitive	Subjunctive	Past Perfect	Definite	Indefinite	Neg. "kein"	Declension	
Auf deutsch, bitte! 2		1	9		1	9							3	2 3		9 12 13 16 17 18 19	7	8	19		16	17		Gen. Gen.	
Vorwärts																									
Deutsch für junge Leute									1	2	8	10		1	1	1 2 3 5	2		4 7 I 7 II 8 II	5					

Chart of Grammatical Progression -

Level: Grade 9

TEXT	NOUNS		PRONOUNS								PREPOSITIONS				ADJECTIVE			COMPARATIVE
			Personal		Possess.		Relative		Interr.		Phrases	Accus.	Dative	Dative + Acc.				
	Singular	Plural		Declension		Declension		Declension							Chapter	Declension		
Auf deutsch, bitte! 2			2 3 8	Nom. Acc. Dat. Acc. Refl.	2	Nom. Acc.	18 19		3 16	Welcher Wessen	in nach über durch	für gegen	aus bei mit nach von zu	in vor hinter durch	1 2 6 19	✓ ✓ ✓ ✓		4
Vorwärts																		
Deutsch für junge Leute			1	Dat. Acc.	1	Nom. Dat. Acc.	6				8 wegen	1 durch für gegen ohne	1 aus bei mit nach seit von zu	an auf in neben über unter vor	5 11	✓	Nom. Gen. Dat. Acc.	6

1. Auf deutsch, bitte!, Band 1 (Lessons 1-12)

Lesson 1: Three different kinds of nouns: masculine, neuter, feminine.

Lesson 2: Plurals: nouns. Attention is drawn to the fact that all plural nouns have "die".

Verbs: The singular -t ending is changed to -en.

Lesson 3: Accusative object.

Lesson 4: The subject of a sentence - nominative.

Personal Pronouns.

Lesson 5: Auxiliary verb sein.

Verbs: addition to 1st person singular.

Prepositions.

Lesson 6: Verbs: add 2nd person singular and 1st person and 2nd person plural.

Prepositions.

Lesson 7: Accusative object: masculine nouns used with the article.

Lesson 8: Strong verbs.

Prepositions: more prepositional phrases introduced and learned conditionally.

Lesson 9: Verbs: separable verbs are still learned through drill.

Prepositional Phrases: Wo? - added.

Personal Pronouns: appear here as accusative objects.

Lesson 10: Possessive Pronouns: mein, dein, sein, and negation kein.

Lesson 11: Possessive Pronoun: "ihr" versus 2nd person plural "ihr".

Prepositional Phrases: drilled as phrases.

Verbs: all numbers and persons - present tense.

Model Verb: möchte.

Personal Pronouns: accusative.

Lesson 12: Verbs: present perfect. Present: auxiliary verbs "haben" and "sein".

Comparison: with verbs (mehr - als).

Summary: The following grammatical concepts taught "incidentally" in Auf deutsch, bitte!, Band 1, Lessons 1-12, grade 7:

Verbs: conjugation: all persons, all numbers, present perfect, present tense.

Nouns: genders, singular and plural, declension nominative and accusative.

Definite Articles.

Indefinite Articles.

Negation: kein.

Pronouns: personal: nominative and accusative.
possessive: nominative and accusative.

Prepositions: accusative only for in Wohin?
dative zu Wohin?
in addition - um Wann?
am Wann?

Auf deutsch, bitte!, Band 1 (Lessons 13-24)

* Lesson 13: Modal Verbs: "wollen" and "können" in present tense.

Prepositions: mit (in + accusative), also as the prefix for separable verbs.

The perfect tense of "sein".

* Lesson 14: Prepositions: an, auf, in + dative and accusative.

Lesson 15: Auxiliary Verb: werden in all forms - future tense.

Reflexive Pronoun.

Dative with personal pronouns and nouns.

Prepositions: mit, nach + dative.

Lesson 16: Adjective Endings (declension): for nouns with the definite article in nominative and accusative.

Interrogative Pronoun: "welcher?".

Ordinal Numbers: as dates.

Lesson 17: Adjective Endings (declension): for nouns with the indefinite article in nominative and accusative.

Imperfect: sein, haben, müssen, können.

Lesson 18: Dative of plural nouns.

Dative: adjective endings = -en.

Prepositions with Dative: hinter, neben, unter.

* Lesson 19: Verb: "mögen".

Imperative: "sein" and other verbs.

Interrogative pronoun: "wessen?".

Lesson 20: Preposition: bei + dative.

Preposition: vor + time.

Prepositions: an, zwischen + dative and accusative.

Review: Nominative, dative, accusative for the different genders.

Review: "wo?" + dative; "wohin?" + accusative.

Lesson 21: Verb: "gehören" + dative.

Prepositions: von, zu + dative.

Lesson 22: Review.

Lesson 23: Review: consolidate sentence structure (syntax).

Question: "Seit wann?".

Lesson 24: "Doch" - as a reinforcement (emphasis). English form "do" with the verb to be stressed.

Summary: Modal Verbs: "wollen", "müssen", "können".

Verbs: all persons, all numbers, present tense, perfect tense, imperfect tense for sein, haben, müssen, können; future tense: werden.

Articles: limiting words "welcher", "dieser".

Nouns: declension nominative, accusative, dative, genitive with proper nouns.

Pronouns: personal: nominative, accusative, dative.
possessive: nominative, accusative, dative.
reflexive: accusative.
interrogative: Wer?, Wen?, Was?, Wann?, Wem?, Wieviel?, Wo?, Wohin?, Welcher?, Wessen?

Prepositions: accusative and dative: an, auf, in, hinter, neben, unter, vor, zwischen.
accusative:
dative: mit, nach, bei, von, zu.

Adjective Declension: definite article in nominative, accusative, dative; indefinite article in nominative, accusative, dative, limiting words kein, welcher, dieser.

* In these lessons the indicated grammar structures in the "Lehrerhandbuch" need to be extended for the exercises in the "Arbeitsbuch".

Auf deutsch, bitte!, Band 2 (Lessons 1-20)

When approaching the teaching of grammar in Auf deutsch, bitte!, Band 2, it is important to remember that this is part of a continuing program, not a new course. Thus, we can expect that students have some understanding of the concepts involved. It also should be pointed out that the teaching and learning of grammatical rules per se is detrimental to the learning and use of any spoken language (the "incidental" teaching of grammar).

The following outline is, therefore, not to be understood as a rule in the teaching of grammar, but only as a guide which might be useful in the teaching of some of the more complex concepts of language learning.

Lesson 1: Verbs: present tense of verbs (endings) and of "haben" and "sein". e.g., Wer bleibt in München?

Present Perfect Tense: verbs with motion (=Wohin + accusative); e.g., Wohin ist Peter gegangen?; verb in relative rest; e.g., Was hat der Vater gesagt?

brauchen + zu + infinitive: no need at this point to drill.

Adjectives: in nominative and accusative following definite articles; e.g., Wie gefällt dir die rote Bluse? Ich kaufe den roten Fußball.

Prepositions: In plus name of country with feminine definite article, nach - über - durch with geographical direction.

The use of the "Bildkarten" is in this case extremely helpful, since some of the countries do have a feminine definite article and others do not: e.g., Wohin bist du gefahren? In die Schweiz.

Lesson 2: Irregular Verbs: present tense.

Separable Prefix: present and perfect.

Adjectives: in nominative and accusative following indefinite article, possessive pronoun and kein.

Possessive Pronoun: in nominative and accusative.

Personal Pronoun: in nominative and accusative.

Demonstrative Pronoun: in nominative and accusative.

Prepositions: in, vor, hinter; accusative and dative.

Lesson 3: Modal Verbs: present tense - wollen, müssen, können, dürfen.

Irregular: present tense; e.g., Was verläßt Dieter?, Was verlassen die Jungen?

Imperative.

um + zu + infinitive.

Adjectives: after definite and indefinite articles, possessive pronoun, kein in nominative and accusative.

Prepositions: in, vor, hinter, durch, gegen; gegen + accusative; in - vor - hinter + dative (Wo?).

Lesson 4: Present Tense: sollen, wissen, möchte.

Comparison of Adjectives.

Lesson 5: Review Chapter.

Adjectives.

Comparison of Adjectives.

Imperative.

um + zu: e.g., Warum geht Walter Hahn in die Bank? Um das Geld zu deponieren.

Lesson 6: Verbs: ansehen - present and perfect tenses.

Adjectives: after definite and indefinite articles, in dative.

Pronouns: personal: in dative. Question: Welcher? dieser
Welche? diese
Welches? dieses

Prepositions: aus, bei, mit, nach, von.
zu - seit + dative; in, hinter + accusative and dative.

Lesson 7: Present Tense: werden.

Possessive Pronoun: in dative (passive).

Prepositions: v + passive.

Lesson 8: Reflexive Verbs.

Verbs: with accusative and dative objects.
Objects: geben - schenken - kaufen - versprechen - mitbringen.
helfen + dative.
Dative object: e.g., Wem gibst du das Buch?
Ich gebe dem Mann das Buch.

Preposition: für + accusative.

Lesson 9: Simple Past (Imperfect) - dürfen - können - müssen - wollen - sollen - sein - haben - werden.

Date: am + en (sten).

Lesson 10: Review Chapter.

Lesson 11: Sentence Structure: wenn - weil.

Prepositions: neben - zwischen + dative.
an ... vorbei and vor + dative.

Lesson 12: Sentence Structure: als.

Imperfect: regular verbs.

Imperfect: irregular verbs: kommen.

Lesson 13: Sentence Structure: daß.

Imperfect: irregular verbs.

Summary of prepositions with accusative and dative.

Lesson 14: Sentences: with wie, daß, weil, wo, ob, wann, wenn.

Imperfect: of irregular verbs.

Lesson 15: Review Chapter.

Lesson 16: Genitive.

Imperfect: of irregular verbs.

Declension of Nouns (weak).

Lesson 17: Genitive: after indefinite article and possessive pronoun.

Imperfect: of irregular verbs.

Lesson 18: Relative Pronouns (optional).

Imperfect: of irregular verbs.

Lesson 19: Adjective Declension: without definite or indefinite articles.

Imperfect: irregular verbs.

Relative Pronouns: wer/wen/wem/wessen.

Subjunctive II.

Lesson 20: Conclusion of Auf deutsch, bitte!, Band 2.

2. Deutsch für junge Leute, Band 1 (Lessons 1-20)

Lesson 1: Definite and Indefinite Articles: gender.

Personal Pronouns: singular only.

Interrogative Sentences: word order.

Lesson 2: Personal Pronouns: all - nominative.

Verbs: sein (unregelmäßig), wohnen (regelmäßig).

Lesson 3: Indirect Questions: Wie.

The Negative: nein, nicht.

Verb: wissen.

Lesson 4: Verbs: machen, gehen, fahren, haben.

Modal Verb: können.

Prepositions: nach, um - wohin, wann.

Accusative: einen - direct object.

Lesson 5: Accusative: einen, keinen - adjectives and pronouns.

Plural Nouns: nominative.

Compound Nouns: determination of gender.

Lesson 6: Verbs: essen, lesen, nehmen.

Accusative: definite article, Wen.

Lesson 7: Possessive Pronouns: singular.

Separable Verbs.

The Imperative.

Formal: Sie.

Lesson 8: Modal Verbs: wollen, müssen.

Clauses: wenn.

Lesson 9: Modal Verb: dürfen.

Dative: following the preposition "mit".

Lesson 10: Prepositional Phrases: an, auf, in - accusative or dative;
durch, für - accusative; aus, bei, mit, nach.
von, zu - dative.

Definite and Indefinite Articles: in dative.

Lesson 11: Past Tense: sein.

Present Perfect Tense: auxiliary verbs - haben, sein.

Verbs: arbeiten, finden, reden.

Lesson 12: Adjective Declination: nominative, accusative, dative.

Lesson 13: Comparative Forms: adjectives, adverbs.

Lesson 14: Possessive Pronouns: nominative.

Welcher - dieser.
Welche - diese.
Welches - dieses.

Lesson 15: Personal Pronouns: dative.

Reflexive Pronouns: sich.

Lesson 16: Personal Pronouns: accusative, singular.

Perfect Tense: dürfen, können, müssen.

Lesson 17: Personal Pronouns: accusative, dative.

Superlative Form: adjectives, adverbs.

Lesson 18: Verbs: review with accusative and dative.

Clauses: weil, wenn, daß, wo, wie, was.

Lesson 19: Use of: doch - answer to a negative question.
ja - to accentuate.
denn - addition to W-questions.
mal - invitation, wish, abbreviation of einmal.

Lesson 20: Without Grammar.

Invitation to Letter Writing.

Deutsch für junge Leute, Band 2 (Lessons 1-15)

Lesson 1: Review: prepositions
possessive pronouns

New: werden (Beruf).
da-, wo- + prepositions.
present and past of haben, sein, dürfen, können, müssen, sollen, wollen.

Review & expansion: personal pronouns in accusative and dative.
reflexive verbs: sich kaufen, sich interessieren für ...
modal auxiliaries with verbs with separable prefixes.

Lesson 2: ordinals
genitive
um-zu; zu

past of strong verbs
passive
perfect of werden
als
ob
weil

Lesson 3: Review: practice of the genitive
comparative sentences
passive
no new grammar

Lesson 4: subjunctive II of haben
subjunctive + modal verb

Lesson 5: Review: table of declensions
plurals
past and past perfect

Lesson 6: um - zu
review & completion of comparatives, superlatives
relative pronouns
können, müssen, sollen + infinitives
lassen

Lesson 7: jeder-viele
manche-einige
subjunctive II of müssen and sollen
subjunctive I of sein

Lesson 8: future of werden + infinitive
subjunctive of sein and werden
subjunctive and rewriting with würde
wegen
doch
hin

Lesson 9: creating the noun

- los - syntax
word building
word order in sentences

Lesson 10: dürfte-müßte (expression of acceptance)
ganz
imperative
Bahn- und Postlinien
anzufordern bei ...
so ... wie möglich = möglichst; ... nach Möglichkeit ...
übernachten - das Übernachten

Lesson 11: the Du-Form
als wenn ...; als ob ... + subjunctive
adjectives and adverbs
etwas
sentence word order
creating a noun

Lesson 12: ... daß
... zu

Lesson 13: zwar ..., aber ..., nicht nur ..., sondern auch ..., denn ...

Lesson 14: solche; solch ein-, so ein-
schaffen
the present participle führend, laufend
Wie liest man einen Zeitungstext?
hin-, her-+-auf, -unter, -ein, -aus

Lesson 15: irgend-

3. Komm bitte! Kurs 3

Unit 1: Accusative object.
Nouns, personal pronouns, possessive pronouns in the accusative.
Possessive pronouns in the nominative.
Past participles.

Unit 2: Prepositions: in, an, auf, unter: with dative and accusative,
nach: followed by proper nouns (without article).
Relative pronouns in the nominative.

Unit 3: Prepositions: im, am: with statements of time (i.e. days, months, seasons), zu: "zum Geburtstag".
Verbs used either reflexively or with the accusative object.

Unit 4: Preposition: mit: with dative.
Verb-conjugation first person singular.
Viel - wenig.
Adjective endings in the accusative.

Unit 5: Possessive pronouns in the accusative.
ein-words, der-words in the accusative.
ein-words, der-words in the accusative with adjective endings.
der-words with adjective endings in the nominative.

Comparison: positive and comparative.

Unit 6: Plural possessive pronouns in the accusative.
Personal pronouns in the accusative.
Subjunctive: "wenn ...".

Komm bitte! Kurs 4

Unit 1: Adjective endings after ein-words.
Prepositions: an, auf with accusative and dative.
vor, nach with dative in time indications.
Personal pronouns in the 3rd person singular in the accusative.
Separable verbs.
Genitive case.

Units 2: Perfect tense with haben.
Prepositions: an, bei, zu, von with dative.
an, über, durch with accusative.
Subjunctive.
Adjective endings after ein- and der-words.

Units 3: Prepositions: in, auf with dative and accusative.
zu with dative.
Separable verbs.
Passive voice with werden, contrasted: werden = to become.
Genitive.
Relative pronouns.

Unit 4: Perfect tense with haben. Contrasted: haben = to have;
bekommen = to get.
Infinitive with zu.
Modal verbs in the subjunctive with infinitive.
Viele-wenige-einige-keine.

Unit 5: Dative-object in sentences with impersonal es.
Reflexive verbs with dative and accusative.
Verb-conjugation.
Future without werden by future time indicators.
Passive voice with werden and past participle.

Unit 6: Comparison: positive and comparative.
Comparative forms used as attributive adjectives with endings.

4. Vorwärts International K1 (Lessons 1-15)

Lesson 1: Introduction.
Possessive pronoun, singular.

Lesson 2: Expressing appreciation.

Lesson 3: Greetings, wishes, regrets.

Lesson 4: Questions of contact to other persons.
Informal address.

Lesson 5: Requesting information.

Lesson 6: Expressions of likes and dislikes.

Lesson 7: Modal verb "können".

Lesson 8: The use of the formal "Sie". Pronouns in the third person, singular and plural.

Lesson 9: Invitations. Conjugation of the verb.

Lesson 10: Asking for directions.
Time.

Lesson 11: Speaking about the weather.
Adverbs of time and mood.

Lesson 12: Time.
Conjugation in the present tense.

Lesson 13: Comparison and conjugation.

Lesson 14: How to buy and to sell - money, weight and measurements.
The conjugation of "haben".

Lesson 15: Modal verb "kann" used to express intentions and wishes.
Conjugation of the verb.

Vorwärts International K2 (Lessons 16-28)

Lesson 16: Preposition "für".
Direct object.

Lesson 17: Modal verb "müssen".

Lesson 18: Comparison of the adjective.

Lesson 19: Direction and orders.
Comparison of adjectives.

Lesson 20: Article of the noun.
Pronouns.

Lesson 21: Declension of "ich".

Lesson 22: Expression of taste.
Modal verb "mögen".

Lesson 23: The use of "haben" and "sein", present and past.

Lesson 24: The modal verbs "mögen" and "wollen".

Lesson 25: Expression of age and the use of possessive pronouns.
Conjunction "daß".

Lesson 26: Prepositions in (im), gegenüber, an, von, bei (beim).

Lesson 27: Prepositions in, zu, (zum), (zur), an, aus

Lesson 28: Past tense of "haben".
"Wohin?".
Modal verbs "wollen", "können", "müssen".

Vorwärts International K3A (Units 1-3)

Unit 1: Nouns, masculine, feminine, neuter, singular and plural.
Demonstrative articles, possessive pronouns, singular and plural.
Declension of the article.
The adjective, masculine, feminine, neuter, singular and plural.
Nouns used as adjectives.
Present and past participle.
Prefixes of the verb.
Formation of the participle of verbs with the verb ending "ieren".

Unit 2: Comparison of the adjective.
Sentence structure.
Nominative and accusative cases.
Direct object.
Adjectives in the accusative and nominative, singular and plural.
The use of "weil" and "warum".
Conjunctions - um, zu, damit.
The use of "brauchen".

Unit 3: Principal and subordinate clauses.
Conjunctions: als, wenn, bevor, während, bis, vorher.
The use of "so daß" and "obwohl", "trotzdem".
Questions.
The use of "wann?" and "warum?".

Vorwärts International K3B (Units 4-6)

Unit 4: Modal verbs müssen, dürfen, sollen, können, wollen, mögen plus the infinitive of a verb.
Separable prefixes of the verb.
Principal clause without a modal verb.
Principal clause with a modal verb.
Declension of the noun, singular and plural, masculine, feminine and neuter.
Prepositions: bei, mit, zu, seit, nach, außer, aus.
Demonstrative article with the dative.
Indefinite article: masculine, feminine, neuter.

Unit 5: Reflexive verbs with the accusative and dative cases.
Reflexive pronouns and personal pronouns and their declension.
Sentence structure with the reflexive pronouns.
Transitive and intransitive verbs.
Prepositions with the dative or accusative.
The use of "wo?" and "wohin?".
Sentence structure.
Adverbs.

Unit 6: Prepositions with the accusative: für, durch, gegen, ohne, an, auf, über.
Dreams and conditions.
Subjunctive mood, imperfect and perfect.